

# ELA/Literacy Shift 1:

## Building Knowledge through Content-Rich Nonfiction and Informational Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>• Builds <b>content knowledge through text</b></li><li>• <b>Finds evidence</b></li><li>• Gains exposure to the world through <b>reading</b></li><li>• Handles <b>primary source</b> documents</li></ul>	<ul style="list-style-type: none"><li>• Balances <b>informational</b> &amp; literary text</li><li>• <b>Scaffolds</b> for informational texts</li><li>• Teaches <b>“through” and “with”</b> informational texts by allowing students to read the text instead of summarizing</li></ul>
Principal's Role:	
<ul style="list-style-type: none"><li>• Purchases and provides equal amounts of informational and literary texts for each classroom and supports teachers' transition to this balance</li><li>• Provides PD and co-planning opportunities for teachers to become more familiar with informational texts and how to use them side by side with literary texts</li><li>• Supports the role of all teachers (all disciplines) in advancing students' literacy</li></ul>	

# ELA/Literacy Shift 2:

## Reading and Writing Grounded in Evidence from the Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>• Finds evidence to <b>support their argument and writes using evidence</b></li><li>• Forms own <b>judgments and creates</b> informational texts</li><li>• Reads texts closely</li><li>• Engages with the <b>author and his/her choices</b></li><li>• Compares multiple sources</li></ul>	<ul style="list-style-type: none"><li>• Facilitates <b>evidence based conversations</b> and presents opportunities to write about multiple texts</li><li>• <b>Keeps students in the text</b> and gives them opportunities to analyze, synthesize ideas</li><li>• Identifies questions that are text-dependent, <b>worth asking/exploring</b>, delivers richly</li><li>• Develops students' voice so that they can argue a point and articulate their own conclusions using evidence</li><li>• Spends much more time preparing for instruction by reading deeply</li></ul>
Principal's Role:	
<ul style="list-style-type: none"><li>• Provides planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions</li><li>• Supports teachers as they spend more time with students writing about the texts they read — building strong arguments using evidence from the text</li><li>• Encourage teachers to foster evidence based conversations about texts with and amongst students</li></ul>	

# ELA/Literacy Shift 3:

## Regular Practice with Complex Text and its Academic Vocabulary

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>• <b>Rereads</b></li><li>• <b>Tolerates frustration</b> when engaged with challenging text</li><li>• Uses <b>high utility words</b> across content areas</li><li>• Builds “<b>language of power</b>” database</li></ul>	<ul style="list-style-type: none"><li>• Spends more time on more <b>complex texts</b> at every grade level</li><li>• Gives students <b>less to read</b>, lets them reread</li><li>• Provides <b>scaffolding &amp; strategies</b></li><li>• Develops students’ ability to <b>use and access words</b></li><li>• Is <b>strategic</b> about the new vocabulary words</li><li>• <b>Teaches fewer words</b> more deeply</li></ul>
<b>Principal’s Role:</b>	
<ul style="list-style-type: none"><li>• Supports teachers as they work through and experience their students’ frustration with complex texts and learn to chunk and scaffold that text</li><li>• Ensures that texts are appropriately complex at every grade and that complexity of text builds from grade to grade</li><li>• Supports teachers as they scaffold so that students can move to more complex texts</li><li>• Provides training to teachers on the shift for teaching vocabulary in a more meaningful, effective manner</li></ul>	